



Cedarville University
DigitalCommons@Cedarville

2006-2007 Accreditation Documents

Higher Learning Commission Accreditation
Documents

Spring 2007

Appendix C (Chapter Two - Criterion Two)

Cedarville University

Follow this and additional works at: http://digitalcommons.cedarville.edu/accreditation_documents_2006-2007

 Part of the [Educational Assessment, Evaluation, and Research Commons](#), and the [Higher Education Commons](#)

Recommended Citation

Cedarville University, "Appendix C (Chapter Two - Criterion Two)" (2007). *2006-2007 Accreditation Documents*. 14.
http://digitalcommons.cedarville.edu/accreditation_documents_2006-2007/14

This Appendix is brought to you for free and open access by DigitalCommons@Cedarville, a service of the Centennial Library. It has been accepted for inclusion in 2006-2007 Accreditation Documents by an authorized administrator of DigitalCommons@Cedarville. For more information, please contact digitalcommons@cedarville.edu.





APPENDIX C

Chapter Two — Criterion Two

Figure 2A-1 AGILE Strategic Planning Process

A	Assumptions	What are the controlling division-applied (from CU Futures document) and/or division-specific assumptions about what is, could be, and/or should be seen as limitations or assets?
G	Goals	What division specific outcomes are desired – what should things look like assuming all initiatives are successfully underwritten and executed?
I	Initiatives	What actions should be taken to bring about the desired goals, and how are these actions linked to each other in terms of priority?
L	Logistics	Who will do what utilizing what resources over what time periods – and do we need to acquire more/different resources than we now possess?
E	Evaluation	How do we assess whether the desired goals were achieved by the desired initiatives as underwritten by the planned logistics?



Table 2A-2 Major Capital Improvements

1996-PRESENT			
Project	Year	Amount	Total
<i>New Administrative Buildings (Funded by Gifts)</i>			
Dixon Ministry Center	1997	\$15,000,000	
Stevens Student Center	2000	\$21,000,000	
Fitness/Recreation/Health Center	2003	\$12,800,000	
Engineering Projects Laboratory	2005	\$900,000	\$49,700,000
<i>Major Administrative Building/Land Retrofits</i>			
Apple Technology Resource Center	1998	\$2,200,000	
Replace Athletic Center Gym Floor	1999	\$500,000	
North Campus Athletic Complex	1999	\$450,000	
HRS Renovation	2001	\$239,833	
Relocate Outdoor Running Track	2002	\$711,000	
Tyler Digital Communication Center	2002	\$4,741,007	
Library Renovations	2004	\$253,507	
ENS Upgrades	2004	\$323,037	
WCDR Retrofits	2004	\$255,300	
Founder's Hall Retrofits	2003	\$1,083,644	
Athletic Storage Barn	2004	\$57,070	
Groundskeeping Barn (and Service Center Area)	2005	\$105,000	
Roads/Parking (Univ. Blvd., Cedar Lake Dr., etc.)	2004	\$510,705	
Patterson Hall	2005	\$294,660	
Apple TRC Studios	2004	\$108,808	
Milner Trading Room	2005	\$150,000	\$11,983,571
<i>New Dormitories</i>			
McKinney, McChesney, Miter	1996	\$4,200,000	
Johnson, St. Clair, Green	1999	\$4,800,000	
Younger, Murphy, Rickard	2002	\$6,700,000	\$15,700,000
<i>Dormitory Renovations/Upgrades</i>			
Complete Renovation of Faith Hall	1998	\$325,000	
Upgrades - See Note A below	1996	\$311,000	
Upgrades - See Note A below	1997	\$708,000	
Upgrades - See Note A below	1998	\$565,000	
Complete Renovation of Palmer Hall	1999	\$175,000	
Upgrades - See Note A below	1999	\$150,000	
Lawlor/Printy Renovations	2003	\$170,607	
Front Faith Renovation - Bathrooms, Lounge, A/C	2005	\$666,136	
Lawlor Re-Engineering/Renovations	2006	\$1,700,000	\$4,770,743
<i>Land Acquisition</i>			
64 Acres	1996	\$300,000	
28 Acres	1996	\$250,000	
23 Acres and Home	1997	\$276,000	
44 Acres	1997	\$160,000	
11 Acres and Home	1997	\$560,000	
2 Acres and Two Homes	1998	\$450,000	
42 Acres	1999	\$433,000	
.113 Acres	2005	\$13,500	\$2,442,500
TOTAL MAJOR CAPITAL PROJECTS 1996 TO DATE			\$84,596,814
Note A: Dormitory upgrades include new room and lounge furniture, paint, carpet, remodeled bathrooms			



Table 2B-1 Centennial Library Online and Electronic Resources Expenditures

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Online Databases	\$55,100	\$72,137	\$75,170	\$81,167	\$86,180
Electronic Journals	\$11,706	\$18,103	\$30,614	\$45,104	\$48,802
Library Systems Support	\$59,244	\$63,406	\$70,231	\$74,913	\$101,290
Total	\$126,050	\$153,646	\$176,015	\$201,184	\$236,272



Table 2B-2 Actual Unrestricted Revenues and Actual Unrestricted Expense 1996-2006

Revenues	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
State Appropriations	\$19,327,996	\$21,315,530	\$23,213,743	\$26,634,393	\$29,349,391	\$32,529,374	\$37,255,816	\$39,781,915	\$43,484,395	\$47,519,711	\$50,498,603
Student Tuition and Fees	\$2,833,097	\$2,314,627	\$2,500,202	\$2,877,913	\$3,319,245	\$3,492,935	\$4,168,490	\$5,180,819	\$5,931,561	\$7,018,254	\$8,687,481
Less Financial Aid	\$16,494,899	\$19,000,903	\$20,713,541	\$23,756,480	\$26,030,146	\$29,036,439	\$33,087,326	\$34,601,096	\$37,552,834	\$40,501,457	\$41,811,122
Net Tuition and Fees	\$410,170	\$432,599	\$380,217	\$528,311	\$571,737	\$328,163	\$261,984	\$386,345	\$346,981	\$572,913	\$724,095
Investment and Interest Income	\$889,719	\$879,275	\$1,072,327	\$1,120,436	\$1,108,943	\$1,047,156	\$1,254,575	\$1,165,569	\$1,403,766	\$1,511,882	\$1,519,847
Federal Grants, Contracts, and Advances	\$6,731,033	\$1,054,628	\$3,236,918	\$5,257,841	\$4,868,853	\$6,095,010	\$5,598,199	\$6,799,914	\$4,658,003	\$4,105,942	\$2,563,692
State and Local Grants and Contracts	\$10,519,962	\$11,014,222	\$10,846,262	\$11,401,965	\$12,202,609	\$12,405,278	\$12,442,663	\$13,716,671	\$13,543,728	\$13,741,319	\$13,775,896
Private/Other Gifts, Grants, and Contracts	\$308,607	\$447,539	\$621,246	\$623,157	\$766,694	\$1,060,192	\$1,372,795	\$1,638,420	\$1,737,287	\$2,221,090	\$3,567,234
Sales and Services of Educational Departments	\$35,354,390	\$32,829,166	\$36,870,511	\$42,688,190	\$45,548,982	\$49,972,238	\$54,017,542	\$58,308,015	\$59,242,599	\$62,654,603	\$63,961,866
Auxiliary Operating Revenues											
Indirect Cost Reimbursement											
Other Sources											
Total	\$28,598,460	\$28,028,069	\$33,771,224	\$36,779,188	\$39,963,612	\$44,406,872	\$50,599,991	\$55,148,027	\$56,210,103	\$60,203,957	\$61,122,682
Expenditures											
Education and General	\$9,041,084	\$9,760,716	\$10,333,872	\$11,324,838	\$12,096,171	\$13,630,429	\$14,970,101	\$15,820,764	\$16,691,244	\$25,004,695	\$26,301,302
Instruction											
Research											
Public Service											
Academic Support	\$3,475,172	\$4,359,153	\$4,745,892	\$5,252,945	\$5,545,809	\$6,122,722	\$7,392,403	\$8,401,241	\$9,098,570	\$11,313,460	\$11,933,263
Student Services	\$1,951,723	\$1,996,323	\$1,980,873	\$2,558,399	\$3,138,490	\$3,684,083	\$3,118,676	\$3,519,131	\$4,000,013	\$5,190,703	\$5,552,491
Institutional Support	\$7,153,093	\$8,718,026	\$9,566,016	\$10,027,956	\$10,926,309	\$11,728,938	\$15,165,549	\$15,457,446	\$16,730,298	\$11,436,454	\$11,458,620
Operations of Plant	\$2,010,477	\$2,581,933	\$2,956,368	\$3,074,259	\$3,395,236	\$4,015,520	\$3,940,606	\$4,016,506	\$4,334,098		
Auxiliary Operating Expenditures	\$5,461,341	\$5,366,365	\$5,096,938	\$5,267,373	\$5,873,269	\$6,285,767	\$6,595,864	\$7,502,825	\$7,626,767	\$9,214,787	\$9,743,643
Change in Fair Value of SWAP											
Transfer, Mandatory, and Voluntary											
Other Expenses											
Total	\$28,598,460	\$28,028,069	\$33,771,224	\$36,779,188	\$39,963,612	\$44,406,872	\$50,599,991	\$55,148,027	\$56,210,103	\$60,203,957	\$61,122,682

APPENDIX C

Table 2B-3 Cedarville University Cost of Attendance

Year	Cost of Attendance	Annual Increase	% Increase
1996	\$13,164.00		
1997	\$13,884.00	\$720.00	5.47%
1998	\$14,652.00	\$768.00	5.53%
1999	\$15,396.00	\$744.00	5.08%
2000	\$16,353.00	\$957.00	6.22%
2001	\$17,553.00	\$1,200.00	7.34%
2002	\$18,706.00	\$1,153.00	6.57%
2003	\$19,954.00	\$1,248.00	6.67%
2004	\$21,042.00	\$1,088.00	5.45%
2005	\$22,130.00	\$1,088.00	5.17%
2006	\$23,410.00	\$1,280.00	5.78%
		1,024.60	5.93%
Avg. increase per year			

Table 2B-4 Cedarville University Endowed Financial Aid

CU Endowment Aid								
Academic Year	Matriculated Headcount	Student Recipients	% Receiving this Aid	Total Awarded	% Increase for Total	Average Awarded	% Increase for Student Avg.	Avg. Award/ COA
1996	2,745	166	6.05%	\$211,571		\$1,275		9.68%
1997	2,758	180	6.53%	\$290,845	37.47%	\$1,616	26.78%	11.64%
1998	2,814	214	7.60%	\$399,224	37.26%	\$1,866	15.46%	12.73%
1999	2,916	257	8.81%	\$569,996	42.78%	\$2,218	18.89%	14.41%
2000	2,992	288	9.63%	\$668,542	17.29%	\$2,321	4.66%	14.20%
2001	3,075	283	9.20%	\$759,627	13.62%	\$2,684	15.63%	15.29%
2002	3,094	310	10.02%	\$813,577	7.10%	\$2,624	-2.23%	14.03%
2003	3,140	314	10.00%	\$823,167	1.18%	\$2,622	-0.11%	13.14%
2004	3,196	333	10.42%	\$886,620	7.71%	\$2,663	1.56%	12.65%
2005	3,236	389	12.02%	\$1,064,605	20.07%	\$2,737	2.79%	12.37%
2006	3,088	347	11.24%	\$931,345	-12.52%	\$2,684	-1.93%	11.47%
10 yr avg			9.03%		18.45%		8.34%	Closed Yrs. 1996-2005
10 yr chng	491	223		\$853,034		\$1,462		



Table 2B-5 Cedarville University Institutional Financial Aid

CU Institution Aid - Other								
Academic Year	Matriculated Headcount	Student Recipients	% Receiving this Aid	Total Awarded	% Increase for Total	Average Awarded	% Increase for Student Avg.	Avg. Award/COA
1996	2,745	727	26.48%	\$1,128,941		\$1,553		11.80%
1997	2,758	856	31.04%	\$1,431,575	26.81%	\$1,672	7.70%	12.05%
1998	2,814	930	33.05%	\$1,544,043	7.86%	\$1,660	-0.73%	11.33%
1999	2,916	997	34.19%	\$1,816,221	17.63%	\$1,822	9.72%	11.83%
2000	2,992	1,062	35.49%	\$2,016,211	11.01%	\$1,899	4.22%	11.61%
2001	3,075	1,111	36.13%	\$2,282,847	13.22%	\$2,055	8.23%	11.71%
2002	3,094	1,165	37.65%	\$2,699,651	18.26%	\$2,317	12.78%	12.39%
2003	3,140	1,205	38.38%	\$3,048,058	12.91%	\$2,530	9.16%	12.68%
2004	3,196	1,397	43.71%	\$3,831,534	25.70%	\$2,743	8.43%	13.03%
2005	3,236	1,532	47.34%	\$4,758,996	24.21%	\$3,106	13.26%	14.04%
2006	3,088	1,745	56.51%	\$5,562,003	16.87%	\$3,187	2.61%	13.62%
10 yr avg			36.35%		15.76%		7.28%	Closed Yrs. 1996-2005
10 yr chng	491	805		\$3,630,055		\$1,554		



List 2B-6 Cedarville University Scholarships

Institutional Scholarships

Baseball — Men
 Basketball — Men
 Basketball — Women
 Cedarville Academic Scholarship
 Cedarville Scholar Award
 Christian Medical and Dental Scholarship
 Church Matching Grant
 Cross Country — Men
 Cross Country — Women
 Dean's Academic Scholarship
 Debate Scholarship
 Effective Leader Scholarship
 Faculty Scholarship
 Forensics Scholarship
 Future Generations Scholarship
 General Music Scholarship
 Golf — Men
 Hawkins Scholarship
 Hispanic Grant
 Hispanic Scholar Award
 Homeschool Scholarship
 Jack Wyrzten Scholarship
 Lane Scholarship
 Legacy Grant
 MCAA Scholarship
 Ministry Grant
 National Scholar Award
 Parker Scholarship
 President's Scholarship
 ROTC Scholarship for First-Year Students
 SGA
 Soccer — Men
 Soccer — Women
 Softball — Women
 Specialized Composition Scholarship
 Talents For Christ Scholarship (GARBC)
 Tennis — Men
 Tennis — Women
 Theatre Scholarship
 Track and Field — Men & Women
 Volleyball — Women
 Watson Scholarship

Endowment Scholarships/Awards

AFCEA Scholarship
 African/African-American Nursing Student Scholarship



Al And Joanna Stevens Scholarship
Alumni Scholarship and Grant
Alumni Softball Scholarship
Alumni Spanish Majors Scholarship
Alvin and June Perry Scholarship
Amstutz Management-Sales Award
Amstutz Nursing Award
Anderson Family Scholarship
Arline Littleton Autio Award
Armstrong Family Memorial Scholarship
AuSable Award
Austin Elmore Award
Autio Family Scholarship
Bartlett Family Early Childhood Education Scholarship
Bartlett Family Nursing Scholarship
Bea Holmes Nursing Scholarship
Boyd Accounting Award
Burris Logistics Computer Science Award
C. Eugene Walker, Ph.D. Psychology Award
Cal Thomas Scholarship Fund
CDR Network Scholarship
Cedarville University General Endowment Funds
Centennial Library Scholarship Award in Library Science
CFA Networks Excellence in Technology Scholarship
Charles and Margaret Clevenger Piano Award
Christian Education Scholarship
Christian Ministry Scholarship
Clara Monzelle Milner Award
Compton/Knight Family Music Scholarship
Computer Science Missions Scholarship
Computer Science Scholarship Endowment
Criminal Justice Scholarship
Dan Poole Broadcasting Award
Daniel Award
Dave Jones Memorial Soccer Award
Dave Taylor Memorial Scholarship
David G. Canine Award
David H. and Edith W. Clark Scholarship
Deborah Bush Haffey Intercollegiate Debate Scholarship
DeLois C. Brown Family Love Scholarship
Derek Richardson Memorial Scholarship Fund
Diane Renée Jones Memorial Scholarship
Dolph and Brown Psychology Award
Don and Peg Rickard MK Scholarship
Donna Purple Memorial Award in Education
Dorothy Hilma Leininger Nursing Scholarship
Dr. and Mrs. David Robey Forensics Award
Dr. and Mrs. Duane Wood Family Award
Dr. and Mrs. Merlin Ager Education Award



APPENDIX C

Dr. & Mrs. R.G. Kennedy Endowed Scholarship
Dr. Charles Ellington Church Music and Worship
Dr. Clifford W. Fawcett Business Faculty Senior Scholar Award
Dr. Daniel C. Stevens Memorial Scholarship
Dr. Donald Tyler Scholarship
Dr. Joseph Halsey Award
Dr. Robert & Myrtle Hutchinson Scholarship
Dr. Warren G. Elliot Scholarship
Dwight L. Morris and Marguerite J. Morris Scholarship
Edmund Burke Award
Edward B. Holmes Engineering Scholarship
Erich W. Ebert Award
Esther C. Gilbertson-Stone Scholarship
Fellowship Baptist Church Scholarship
Future Generations Scholarship
G. Marvin Wright Endowed Memorial Scholarship
GAR Foundation Scholarship
GAR Foundation Summit County Scholarship
George H. & Edna F. Louys Endowed Grant
Gladys York Memorial Scholarship
Gladys York Memorial Scholarship for King's Christian School
Godby Memorial Scholarship
Gray-Paxson Scholarship
Gugger Scholarship
Harold P. "Howdy" House Memorial Scholarship
Harold R. Green Christian Ministries Award
Helen Drullinger Memorial Award
Helping Hand Scholarship
Heritage Baptist Church Scholarship
Heyd Math/Science Award
Hugh T. Hall Memorial Scholarship
IEEE Dayton Section Scholarship
Irene MacArthur Memorial Scholarship
Irma M. Dodson Award
J.D. Cloud & Co., L.L.P. Accounting Award
James A. Smith Elderly Compassion Memorial Scholarship
James and Lorna Spencer Scholarship
James and Ruby Wells Scholarship
James Cain Special Education Award
James R. Phipps Communication Award
James T. Jeremiah Award
Jane Adams Smith Memorial Scholarship
Jean Scott Memorial Scholarship
Jenna Lynn Ellis Award
Jersey Baptist Church Scholarship
Jewels for Students Scholarship
Jim and Phyllis Murphy Business Award
John and Ann Field Scholarship
John E. Kohl Music Trophy



John W. Bickett Scholarship
Joseph Award
Joseph E. and DeLois Brown Scholarship
Kettering Medical Center Sponsorship and Grant
Kimberly Kerr Memorial Scholarship in Nursing
Kittyhawk AOC Chapter Scholarship
Kristi Lynn Walborn Award
Lewis P. Gallagher Scholarship
Lillian Kresge Award
Loretta Lawrence Scholarship
Love Pedagogy Scholarship in Music
Madison Caroline Law Memorial Scholarship
Marinus Hazen Jr. Memorial Scholarship
Marlin Rayburn Award
Marvin and Janet Troyer Athletic Scholarship
Melvina & Edward J. Thompson Scholarship
Mendell Beattie Memorial Scholarship
Mephibosheth Scholarship Endowment
Mike and May Shane Scholarship
Minor and Bernice Cross Scholarship Fund
Miriam Maddox Speech Communication Scholarship
Misty Carlson Memorial Scholarship
MK Grant
Morley Halsmith Memorial Scholarship
Nashville Baptist Church Scholarship
Nathan and Hazel Elder Scholarship
Nathan R. Arnold Accounting Scholarship
Navajo Bible Church Scholarship
Nehemiah Engineering Award
Olen Tilma Small Business Scholarship
Pastoral Studies Scholarship
Personnel & Process Solutions, Inc. Scholarship
Philip S. Linder Scholarship
Ralph and Floyd Pfleger Memorial Scholarship
Raymond P. Holland Jr. Engineering Excellence Award
Rev. Henry and Lilian Hutchison Christian Education Scholarship
Reverend Michael Holt Memorial Scholarship
Richard and Mary Olsen Scholarship Fund
Richard C. Davis Family Scholarship
Rietveld Fine Arts Award
Rife Scholarship
Rita G. Patterson Nursing Scholarship
Robert Atkinson Memorial Scholarship
Robert Orr Burns Jr. Scholarship Fund
Rolan David Polsdorfer Electrical Engineering Award
Roloff Incentive Award
Ross and Gladys Campbell Scholarship
Ruby E. Booher Bontrager Memorial Endowed Fund
Ruby Jeremiah Academic Scholarship



APPENDIX C

Rusty King Memorial Scholarship
Ruth Counter Klopfenstein, R.N. and A. Rees Klopfenstein, M.D. Nursing Education Endowed Scholarship
S. Margaret Gallagher Scholarship
Salt and Light Scholarship
Sam Lyndon Memorial Scholarship
Shari Boblitt Family Memorial Award
Sharon Eimers Award
Soccer Alumni Fund
Spiritual Leadership Music Award
Stephen J. Wildasin Memorial Scholarship
Stuck Memorial Endowed Grant
Taylor Scholarship Award
Tempelhof Organ Scholarship
Theta Rho Epsilon Scholarship
Tindall Scholarship
Wickerham Memorial Endowed Grant
William and Cora Norman Henry Memorial Scholarship
William and Jean Meahl Scholarship
William and Rachel Grapetine Scholarship
William J. & Nora J. Bolthouse Scholarship
William M. & Ruth Ann Lewis College Assistance
William M. Junk & Frances Smith Junk Grant
Willis F. Early Business Scholarship
World Missions Scholarship
Zehr Family Scholarship
Zondervan/Cedarville University Greek Award



Table 2B-7 Cedarville University Financial Aid – Unmet Need

Unmet Need (<i>PLUS Included</i>)							
Academic Year	Matriculated Headcount	Students with Unmet Need	% with Unmet Need	Total Unmet Need	% Increase	Average Unmet Need	Avg Unmet Need/ COA
1996	2,745	1,210	44.08%	\$6,733,526		\$5,565	42.27%
1997	2,758	1,059	38.40%	\$5,986,735	-11.09%	\$5,653	40.72%
1998	2,814	1,133	40.26%	\$6,424,672	7.32%	\$5,670	38.70%
1999	2,916	1,094	37.52%	\$6,343,196	-1.27%	\$5,798	37.66%
2000	2,992	1,016	33.96%	\$5,933,990	-6.45%	\$5,841	35.72%
2001	3,075	1,028	33.43%	\$6,395,416	7.78%	\$6,221	35.44%
2002	3,094	954	30.83%	\$6,159,677	-3.69%	\$6,457	34.52%
2003	3,140	1,020	32.48%	\$7,353,447	19.38%	\$7,209	36.13%
2004	3,196	998	31.23%	\$7,902,306	7.46%	\$7,918	37.63%
2005	3,236	1,024	31.64%	\$8,495,131	7.50%	\$8,296	37.49%
2006	3,088	1,036	33.55%	\$9,799,930	15.36%	\$9,459	40.41%
10 yr avg			35.38%		2.69%		37.63%
10 yr chng	491	-186		\$1,761,605		\$2,731	

**Closed
Yrs.
1996-
2005**

Table 2B-8 Full-Time Faculty — Percentage of Doctorates

Department	Faculty	Doctorates	Percentage
Athletic Training	3	1	33%
Biblical Education	20	15	75%
Business Admin.	18	12	67%
Communication Arts	17	8	47%
Education	15	12	80%
Engineering	18	15	83%
Exercise & Sport Science	12	3	25%
Language & Lit.	15	7	47%
Music & Art	18	8	44%
Nursing	18	9	50%
Psychology	6	6	100%
Science & Math	25	19	76%
Social Sci. & History	15	9	60%
Totals	200	124	62%

APPENDIX C

Table 2B-9 Student/Faculty Ratios

Year	Student FTE	Faculty FTE	Student/Faculty Ratio
1997-98	2,520	153	16.5-1
1998-99	2,636	153	17.2-1
1999-2000	2,726	158	17.4-1
2000-01	2,735	167	16.4-1
2001-02	2,943	169	17.4-1
2002-03*	2,853	193	14.8-1
2003-04	2,898	200	14.5-1
2004-05	2,931	211	13.9-1
2005-06	2,947	211	14.0-1
2006-07	2,908	211	13.8-1

*switch from quarters to semesters

Figure 2B-10 Faculty Salary Comparisons 1991-1992

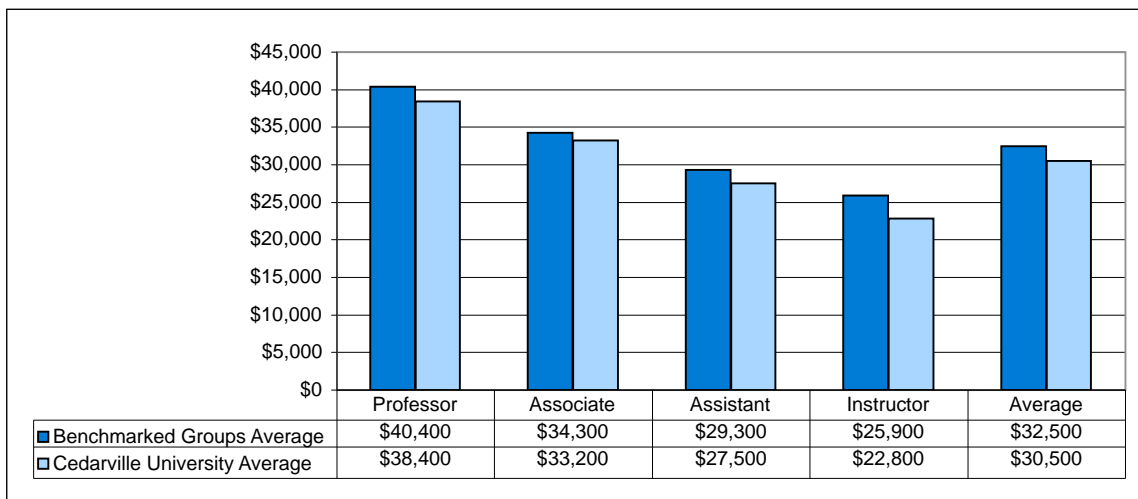




Figure 2B-11 Faculty Salary Comparisons 1996-1997

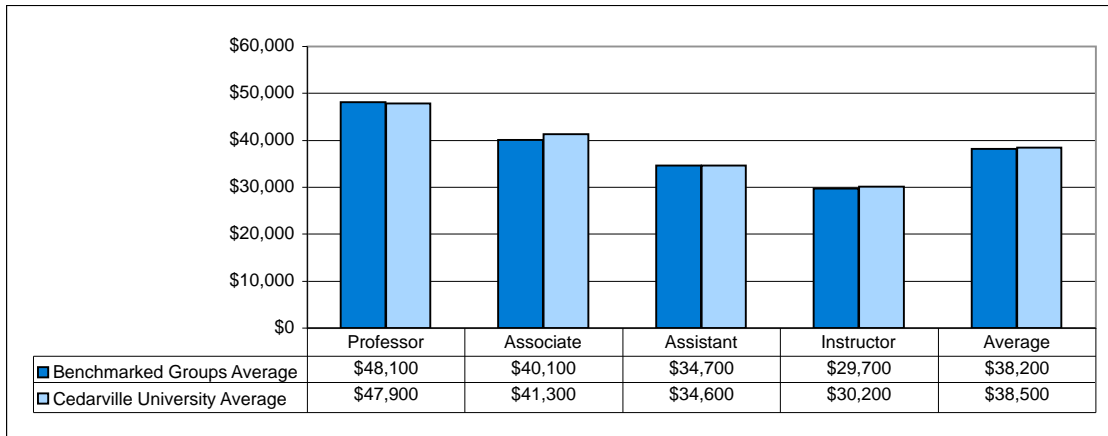


Figure 2B-12 Faculty Salary Comparisons 2004-2005

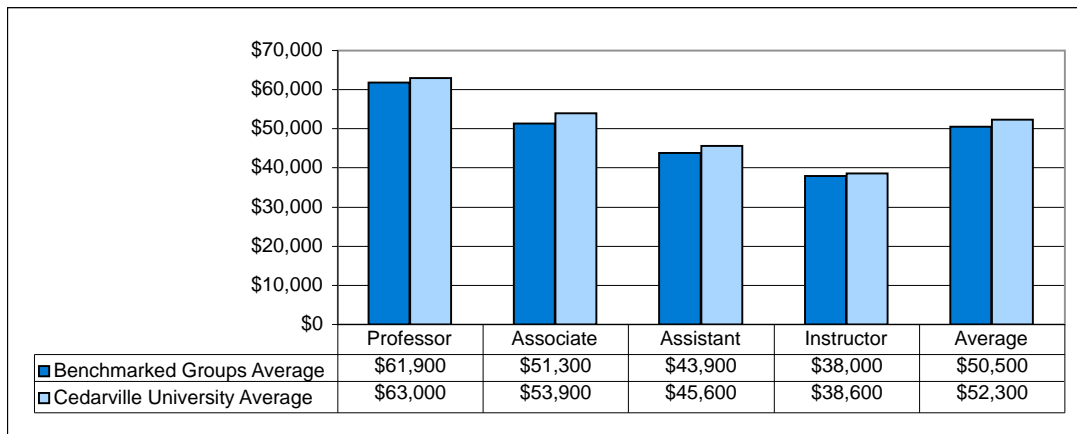




Table 2B-13 CT Workplace Survey “Place to Work” Survey Questions

Question	2003	2004	2005
7. I would recommend the organization to others as a good place to work.	4.46	4.38	4.26
8. I would rate my organization as a superior place to work compared to others.	4.41	4.32	4.16

Table 2B-14 CT Workplace Survey Dimension Summary Results

Category	2003	2004	2005
Attraction & Retention	4.11	4.17	4.09
Motivation & Commitment	4.13	4.00	3.81
Empowerment & Relationships	4.23	4.03	3.97
Rewards & Benefits	4.00	3.87	3.78
Growth & Development	3.82	3.91	3.87
Christian Culture	4.16	4.08	3.84
Total Average	4.08	4.01	3.90



Table 2B-15 Self-Study Individual Survey By Group

Item	Administrators	Faculty	Staff	Adjunct	Total
CU uses its personnel effectively to achieve its mission.	4.09	3.37	3.65	3.91	3.71
Allocation of CU resources demonstrate a commitment to support educational quality.	4.18	3.68	4.09	4.27	3.94

Table 2B-16 Self-Study Individual Survey By Division

Item	Academic	Advancement	Business	Christian Ministries	Enrollment Management	Student Life	Total
CU uses its personnel effectively to achieve its mission.	3.5	3.46	3.47	3.87	3.87	3.89	3.57
Allocation of CU resources demonstrate a commitment to support educational quality.	3.8	3.91	4.11	4.43	4.26	4.18	3.93

APPENDIX C

Table 2C-1 Cedarville University Alumni Survey

Item	Statement	% Agree
4	Library resource support for my information and research needs while at Cedarville University was excellent.	76.86
5	Library staff support for my information and research needs while at Cedarville University was excellent.	59.32
10	The general education courses at Cedarville University made significant contributions to my ability to communicate with others.	64.13
11	The general education courses at Cedarville University helped me to respond to issues in ways that reflect a biblical value system.	83.7
12	My general education courses at Cedarville University increased my critical thinking skills.	76.7
13	My general education courses at Cedarville University helped me gain a good understanding of many subject areas.	79.66
14	My general education courses at Cedarville University helped me to integrate the Christian faith with various parts of my life.	78.73

Figure 2C-2 Student Satisfaction Inventory Survey 2002

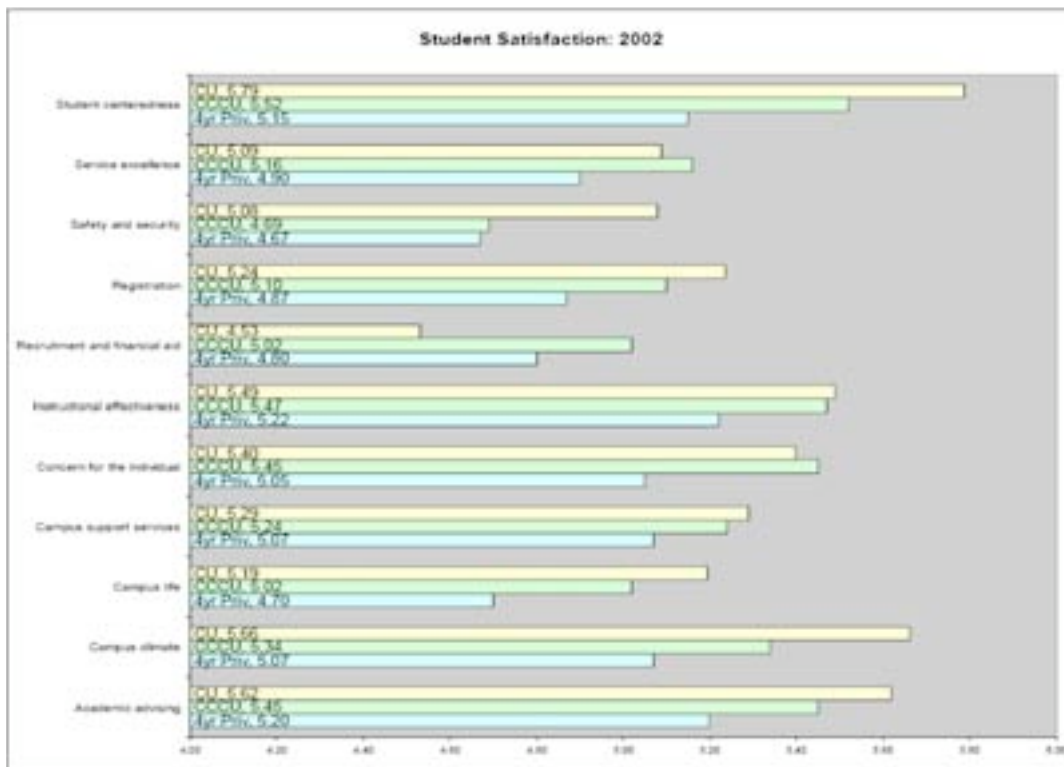




Figure 2C-3 Fundamentals of Engineering Exam Pass Rates

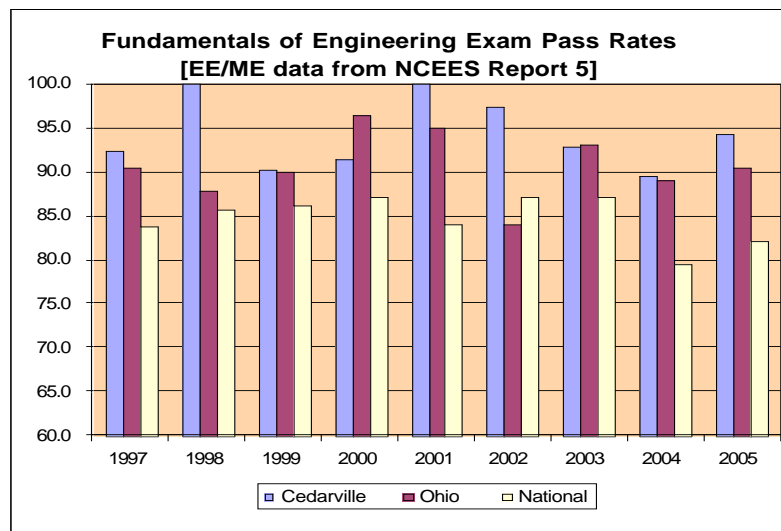


Table 2C-4 Noel-Levitz Student Satisfaction Inventory: Student Life Items

Item	Gap – The number by which the “satisfaction” score is <u>lower</u> than the “importance” score		
	2001	2002	2005
Adequate financial aid is available for most students.	2.92	2.73	2.65*
Counseling staff care about students as individuals.	1.55	1.32	0.32
Staff in the health services area are competent.	1.64	1.66	0.64
Student disciplinary procedures are fair.	1.37	1.49	0.8
Residence hall regulations are reasonable.	1.31	1.39	0.94

*For example: “Importance” score: 6.44; “Satisfaction” score is 3.79

Figure 2C-5 Self-Study Connections

Institutional Research

Questions: Who are we? What are we about?

Purpose: Provide a "big picture" of Cedarville University. Promote understanding of our organization and provide information for decision making.

Primary Characteristics:

- Continuous update process
- Occurs at a general University level
- Goal is description and understanding

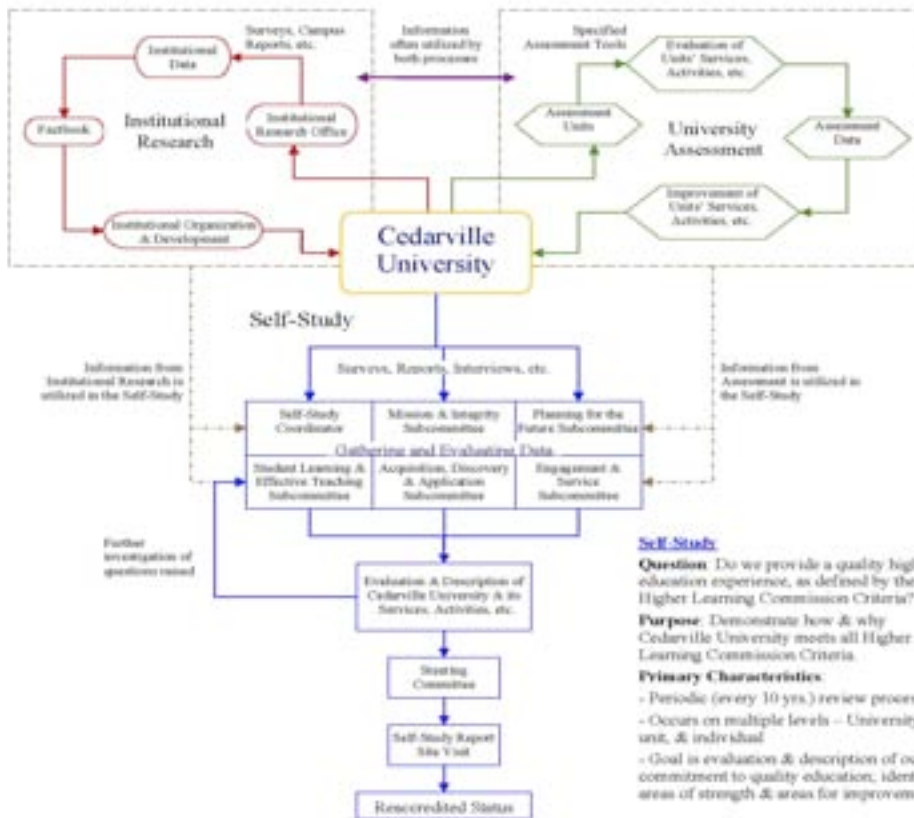
University Assessment

Questions: How well are we doing? Are we accomplishing our goals?

Purpose: Regularly evaluate programs, services, etc., in light of our stated mission and objectives to lead to effective improvements.

Primary Characteristics:

- Continuous evaluation & feedback process
- Occurs specifically at unit levels
- Goal is evaluation & improvement



Self-Study

Question: Do we provide a quality higher education experience, as defined by the Higher Learning Commission Criteria?

Purpose: Demonstrate how & why Cedarville University meets all Higher Learning Commission Criteria.

Primary Characteristics:

- Periodic (every 10 yrs.) review process
- Occurs on multiple levels – University, unit, & individual
- Goal is evaluation & description of our commitment to quality education, identifies areas of strength & areas for improvement



Table 2C-6 University Assessment Committee Membership

# of Members	Representation
5	One representative from each of the five non-academic divisions
4	One representative from each of four schools within the academic division
1	One representative from computer services
1	One representative from Centennial Library
1	One representative from the general education assessment committee
1	Self-study coordinator (ex-officio)

Table 2C-7 Campus-Wide Assessment Efforts Since 1990

Assessment Instruments	Years Completed to Date
Noel-Levitz Student Satisfaction Inventory	1995, 1997, 1998, 1999, 2001, 2002, 2003, 2005
Institutional Priorities Survey	2001, 2003
Cooperative Institutional Research Project Freshmen Survey	1994, 1995, 1996, 2000, 2001, 2002, 2004
National Survey of Student Engagement	2000, 2004
Faculty Survey of Student Engagement	2000, 2004
Council for Christian Colleges and Universities Faculty Survey	1998
Alumni Surveys	2000, 2005, 2006
<i>Christianity Today</i> Workplace Survey	2002, 2003, 2004
Self-Study Unit Report	2005
Self-Study Individual Survey	2005

APPENDIX C



Table 2D-1 Self-Study Individual Survey By Group

Item	Administration	Faculty	Staff	Adjunct	Total
CU planning process links with budgeting	3.27	3.02	3.42	3.64	3.26

Table 2D-2 Self-Study Individual Survey By Primary Division of Work

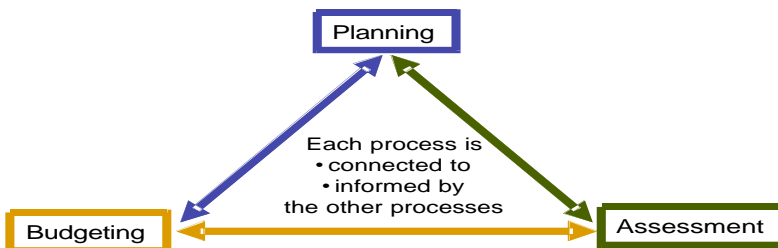
Item	Academic	Advancement	Business	Christian Ministries	Enrollment Management	Student Life	Total
CU planning process links with budgeting	3.1	3.37	3.33	3.79	3.5	3.73	3.25



Figure 2D-3 Relationship Between Strategic Assumptions, Plans, and Budgets



Figure 2D-4 Strategic Planning Connections



List 2D-5 Expanded List of Strengths and Opportunities

Strengths

1. Cedarville University allocates its resources and maintains evaluation and planning processes to allow it to fulfill its mission, improve educational quality, and respond appropriately to future challenges and opportunities.
2. Strategic planning has provided a healthy environment in which the University has been able to offer a breadth of leading-edge programs and opportunities for students.
3. The long history of strategic planning at the University has made the planning process an important part of institutional culture.
4. Strategic thinking by University personnel over the years has allowed the University to be a strategic “opportunist,” moving forward in a timely manner on program and resource innovations.
5. The University campus and its facilities are well-maintained with minimal deferred maintenance.
6. There is no current debt on academic or administrative buildings, while more than \$86,000,000 has been invested in capital projects in the last 10 years.
7. Campus and classroom technology are pervasive and are characterized by high standards and high reliability.
8. The University has a lower discount rate than many competitors, providing a level of pricing flexibility.
9. The University employs a highly qualified and committed administration, faculty, and staff.
10. Faculty and staff salaries are competitive, and the University has consistently provided annual increases in salaries and wages.
11. Significant progress has been made on faculty/student contact with lower faculty/student ratios. This represents a large investment by the University in an appropriate faculty resource.
12. The University has made a concerted effort to improve scholarship endowment to attract key groups of students, resulting in an almost 500% increase in endowed funds in the last 10 years.
13. The University is committed to a satisfying and supportive work environment and strives to provide benefits and resources that contribute to a high level of satisfaction among its employees.
14. The University has instituted the use of a wide range of evaluative instruments, providing broad evaluation of the work, educational, and service environment.
15. Evaluation and assessment are considered important issues for both academic and non-academic departments, and a number of department heads effectively use evaluative tools to improve teaching, service, and communication.
16. The University has openly communicated survey results and candidly shared their implications to its employees.
17. The University evidences a renewed emphasis on continuous improvement through the creation of the University Assessment Committee and the upgrading of the position of director of institutional research and effectiveness, which now reports directly to the president.
18. Each University unit is asked to assess regularly its contribution to the achievement of the University mission and goals.



19. The revised University mission statement more clearly indicates institutional purpose and provides an improved context for mission-driven planning efforts.
20. The redesigned University planning process addresses the needs for administrative leadership, broader participation, institutional direction, more effective cross-divisional communication, and transparent deliberation.

Opportunities

1. The link between planning and budgeting has not always been clear or clearly communicated. It will be critical that the redesigned planning process demonstrate more directly the links among assessment, planning, and budgeting.
2. While the redesigned planning process shows much promise, the University leadership must be able to demonstrate the effectiveness of the process in guiding institutional decisions.
3. While the use of a number of evaluative and assessment tools can be helpful, the University must ensure that there are systematic processes in place to respond to the results and address areas of concern. Failure to do that will discourage continued involvement in completing assessment instruments.
4. Intensive evaluation at all levels can be a time-consuming endeavor. The University will need to demonstrate that comprehensive assessment is a long-term commitment by providing appropriate motivation, support, and accountability.
5. While assessment report data is now readily available for input into the strategic planning process, the link from planning to budgeting is not as clearly visible. As the new strategic planning process unfolds, the University may want to tighten that link.
6. In the face of a tighter economic environment, managing maintenance and facility renewal will be more difficult.
7. While progress is being made on renovating existing student residence halls, the environmental differences between the newer and the older residence halls presents an increasing marketing challenge.
8. Underlying the commitment to remain at the forefront of information technology use in higher education are three issues that represent ongoing concerns:
 - The pressure to adopt appropriate technologies before competitors. As other institutions adopt a similar stance, it will take concerted effort on our part to maintain a leadership position.
 - The desire to have a thorough penetration of the technologies deployed within our educational environment. The typical focus is on technologies which will have broad, practical impact for a wide audience of students, faculty, or staff. Cedarville University cannot afford to lag behind, but it also cannot afford to implement cutting-edge, unproven technologies or to abandon a major technology effort already inaugurated.
 - The goal of being a technology leader must be tempered with realism in regard to benefits from particular technologies and the cost of implementation. The primary focus is to improve education at a reasonable cost, not just to buy technology to gain publicity. Justification for any particular technology project must be based on educational or operational effectiveness.
9. The endowment level is small and forces the University to have a high dependence on student costs for its income, thus placing increased pressure for regular and sometimes more substantial increases in student tuition rates.
10. Though the need gap for financial aid has narrowed, the University is still unable with available financial aid to provide for student unmet financial need at desired levels.

11. While there is good evidence that the University uses its resources effectively to ensure a quality education, the perception among faculty and staff does not always seem to match that reality. There is still some work to do in communicating and demonstrating effective resource use to all the stakeholders and finding the sources of the discontent.
12. Effectively involving a broader spectrum of the University family in the development of planning guidelines (assumptions, limitations, constraints, opportunities) to guide strategic thinking and planning is critical to relevant future thinking. Recent efforts at redesigning this part of the planning process have improved involvement, but more systematic input would advance plan buy-in.
13. A greater commitment to the planning effort would arise from increased efforts at communicating the results of planning to a broader University constituency and demonstrating the correlation to institutional decision-making.
14. While departments across campus scan their fields to keep their programs and policies current, the University may want to do more systematic scanning of competitors to help keep it abreast of developments within Christian higher education.
15. Even with the success in retaining institutional heritage and culture in a dynamic strategic planning environment, the challenge still exists that in trying to respond effectively to the broader educational environment, institutional distinctiveness and community culture will be compromised.